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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles deal with a variety of topics, including the following: (1) the analysis of conversational sequencing in group systems; (2) the effects of hearing aids on interpersonal perceptions; (3) styles of communication between parents and their bright, underachieving children and parents and their achieving children; (4) the effects of a marriage encounter program on marital communication, dyadic adjustment and the quality of the interpersonal relationship; (5) small group discussion leadership in a volunteer organization; (6) the effects of value dissimilarity on group representatives; (7) the development of turn taking in children's conversations; (8) the role of rapport in talking with foreigners; (9) the effect of fixed and changing interpersonal distance on the feedback behaviors of males; (10) family communication, media behavior, and deliquency; (11) deceptive communication in preschool children; (12) the use of formulaic speech in father-child conversational interaction; (13) language and ethnic self-identity among Jewish families; and (14) children's telephone conversations. (FL)

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JOINT PROBLEM SOLVING ACTIVITY IN ADULT-CHILD DYADS: A CROSS-CULTURAL STUDY Order No. 8124845

ARIAS, FLAVIO JOSE, PH.D. *Northwestern University*, 1981. 183pp.

This study attempts to investigate differences in how rural Brazilian teachers and mothers interact with children in a task setting. The ultimate goal of the study is to improve our understanding of the problems children encounter in adapting to a school setting. The specific steps in the study were: (a) to analyze the teaching-learning style the child is accustomed to before entering school. This was done through the analysis of mothers' interaction with children of different preschool ages in a problem solving situation; (b) to examine the teaching style the child encounters upon entering school. This was studied through an analysis of teacher-child interactions in the same problem solving task; (c) to analyze the comments of rural Brazilian teachers and mothers about videotapes of a mother-child and a teacher-child interaction session. The first two phases constituted the "observational part of our study. Data from these phases were analyzed in terms of a four-level, sequential quantitative analysis. Successive levels involved increasingly finer grained analysis of the interaction. The last phase constituted the "reflection" section of the research.

The analysis of age trends in mother-child interaction revealed that children were called upon to be responsible for relatively few aspects of the task and that this did not change greatly as they got older. Although the mothers transferred responsibility for some of the physical actions to the child, the forms of other-regulation they provided were basically the same across ages. They relied predominantly on what we define in the study as "direct" pointing and "direct" speech rather than indirect forms. Several features of the interaction indicated, however, that children working with the mothers were capable of doing more than they were asked to do. We suggest that as children grow older rural Brazilian mothers continue to organize the task, to function as the "brains" for the activity by formulating and directing the task strategies, while children continue to carry out assigned steps.

The comparisons of teacher-child and mother-child interaction revealed significant differences between mothers and teachers when interacting with 6½ year-old children. In contrast to the mothers, teachers structured the interaction such that children were responsible for all behaviors. Also unlike mothers, teachers' other-regulation was usually carried out through indirect pointing and speech. The children's performance indicated that they were able to learn how to perceive and carry out all aspects of the ongoing activity.

The comments provided by rural mothers and teachers about the interaction of one mother-child dyad and one teacher-child dyad proved to be very useful. First, they enhanced our understanding of the interactions. Second, they reinforced our categories used to analyze mother-child and teacher-child interactions, thereby corroborating their ecological validity. The categories of behaviors and levels of analysis reflected the intuitions of mothers and teachers about interaction in a task setting.

In our conclusions, we summarized the findings, research questions, and theoretical foundations. We also put forth the limitations of this study, as well as the implications of our findings for teaching. The need for future research was also examined with an eye toward a multidisciplinary effort to solve conflicts that arise due to the interface of home and school cultural environments.

PERSPECTIVES ON THE ANALYSIS OF CONVERSATIONAL SEQUENCING IN GROUP SYSTEMS Order No. 8116782

BEACH, WAYNE ALAN, PH.D. *The University of Utah*, 1981. 142pp. Chair: B. Aubrey Fisher

This inquiry is at once a study of patterns of group behavior and how these patterns were scientifically described. It is first questioned whether conversational patterning in groups is more strongly influenced by the capacity to function as self-regulating systems, or by the constraints inherent in context-specific tasks. Second, in post-hoc fashion, the coding methods employed to empirically assess group systems are reflexively examined. Attention is given to how coders work interpretively and commonsensically when categorizing utterances.

The empirical portion of this investigation is grounded within a pragmatic view of human communication. Groups are conceived as self-regulation systems that actively organize the communicative environment by enacting sequential patterns. Interlocked behaviors reflect relational definitions among group members. By identifying relational patterns, conclusions can be drawn as to how groups develop conversationally over time.

Research literature on group development and task-constraints is then reviewed, revealing a contrast in perspectives that can only be assessed empirically. Developmental studies are complementary to the pragmatic view, whereby the locus of control resides within groups' abilities to enact the interactional environment. In contrast, task-constraint studies suggest that tasks serve as situational variables that determine interactional patterning, and these external influences override groups' self-regulating capabilities.

Two hypothesized results were drawn from this review: (1) Relational development will occur within the performance of a task; (2) The nature of the task will not affect relational control patterning. Four groups were instructed to converse on two different tasks. An average of two recorded meetings per group, per task were submitted to analysis. Messages were coded into five categories of relational control (↑+, ↑−, →, ↓−, ↓+), and through Markov-chain analysis were tested for time-dependent probability structures. Stationarity tests did not confirm the hypothesis that relational development will occur within task performance. Patterns of relational control remained generally stagnant across the four groups and two tasks. However, structuring (↑−) and equivalence (→) control modes did swamp the data. The second research hypothesis was generally confirmed, since groups were not found to differ in their conversational patterning across tasks.

Empirical findings are discussed from three alternative perspectives: (1) The prevalence of stationarity findings may suggest a lack of relational development beyond formative stages; (2) Classroom constraints and the duration of group tasks may have influenced conversations; (3) It is possible that coders tended to categorize utterances into only two of five dimensions (↑−, →), and that the coding manual for this study was improperly utilized. Implications of these findings and directions for research are discussed.

The final chapter provides an ideological shift and reflexive analysis of relational coding accomplishments. Conversational coding is itself displayed as social activity, since coders must rely upon their commonsense knowledge in creating a coherent sense of social structure. It is argued that relational coding is inherently an ambiguous task, not only because coders must improvise and enact methods of sense-making that go beyond written rules of the coding manual, but also because language itself is indexical and thus possesses multiple and hidden meanings. These views are expressed in consideration of the role of reflexivity in communication research, a step-by-step chronology of relational coding routines in the previous study, and the presuppositional nature of coding conversation. Implications for closely examining methodological underpinnings, and potentials for naturalistic (ethnomethodological) inquiry are provided.

THE EFFECTS OF HEARING AIDS ON INTERPERSONAL PERCEPTIONS: CREDIBILITY, EMPLOYABILITY, AND INTERPERSONAL ATTRACTION Order No. 8116720

BEVAN, MARLENE ALLYSON, PH.D. *The University of Connecticut*, 1980. 121pp.

The most frequent approach to the management of an irreversible hearing impairment is to recommend the use of a hearing aid. Adults who develop hearing impairment secondary to the aging process often refuse or delay the use of a hearing aid even though the need for it may be apparent. The literature suggests that resistance to amplification may reflect the negative attitudes pervading the use of amplification. However, no single factor can account for the general resistance of many adults to the use of amplification. This study focuses on the effect of amplification on three psycho-social attributes: Credibility, Employability, and Interpersonal Attraction.

Six videotapes were made of the same speaker wearing six different hearing aid configurations. A seventh videotape was made of the speaker wearing no hearing aid. The content of the videotapes consisted of the speaker portraying a supervisor in an interview with an employee. Adult subjects, selected on the basis of pre-existing membership in a social or professional group, observed the videotapes and later rated the speaker on a number of variables. It was hypothesized that the (1) number and (2) visibility of the location of the hearing aids worn by the speaker was inversely proportionate to the subjects' rating of the speaker's Credibility, Employability, and Interpersonal Attraction.

With regard to the variable of the Credibility, this study indicated that the number of visible hearing aids was inversely related to subjects' ratings. The visibility of the location of the hearing aids did not show a demonstrable effect.

Employability was partially influenced by the number of visible hearing aids worn. This was especially noted by ratings from female subjects, older subjects, or subjects with high socio-economic status. The visibility of the location of the hearing aids did effect employability ratings of the speaker.

Interpersonal Attraction ratings were influenced by the visibility of the hearing aid. However, the result was not always an inverse relationship as originally hypothesized.

The results of this study can be interpreted as a strong argument for the reduction of the visibility of hearing aids. When consistent with other clinical goals, it would seem that the general goal is to provide appropriate amplification under optimal conditions of concealment.

As hypothesized, the subjects' (1) background, (2) perceptions about the speaker, and (3) prejudgemental biases appear to influence ratings of the speaker wearing a hearing aid. Therefore better public education regarding hearing impairment and hearing aids is indicated.

The relationship between the subjects' estimate of the speaker's age, hearing loss, and all other variables in this study was explored. The estimate of the speaker's age was influenced by an interaction between the number and the location of the hearing aid(s) worn. The estimate of the extent of the speaker's hearing loss is directly related to the number of hearing aids worn. If the speaker wore two hearing aids, his hearing loss was rated as more severe than if he wore only one hearing aid.

The results of this study indicate that in several situations there is a stigmatizing effect imposed by wearing a hearing aid and the hearing aid was proven to be a symbol of hearing impairment. These findings suggest that reactions to persons wearing hearing aid(s) play an important role in handicapping effect of a hearing impairment.

A COMPARISON OF THE CHANGES IN PERCEPTIONS OF IDEAL LEADER BEHAVIOR, INTERPERSONAL COMMUNICATION, AND WORK-MOTIVATION ATTITUDES OF STUDENTS IN AN EDUCATIONAL ADMINISTRATION PROGRAM WHO HAVE AND HAVE NOT COMPLETED ADMINISTRATIVE INTERNSHIPS

Order No. 8119601

BRACCIA, MARIE CUTRONE, ED.D. *St. John's University*, 1981. 170pp.
Mentor: Dr. Joseph Halliwell

The Problem. This study compared the changes in expectation for leader behavior, interpersonal communication scores, and work motivation attitudes on the part of those students in an educational administration program who have and have not as yet completed an administrative internship. Moreover, the study compared the expectations for ideal leader behavior, interpersonal communication scores, and work motivation attitudes on the part of the interns when they were sub-grouped within the following categories: sex, years of teaching experience, level of field-based component of internship, and type of school district.

Methods and Procedures. The subjects were educational administration students at St. John's University, Jamaica, New York during the 1978-79 school year. The intern group consisted of fifty-four students enrolled in a two-semester, six-credit educational administration internship. The control group consisted of 54 students who had not as yet taken an internship.

The Leadership Behavior Description Questionnaire-Ideal, Educational Work Components Study, and Interpersonal Communications Inventory were incorporated into a single data-gathering instrument. During October, 1978 and May, 1979 this instrument was distributed to the students during regular class time.

Analysis of covariance was employed to adjust the posttest means of all scores for the pretest differences and differences in number of credits in educational administration between the intern and control groups.

Findings and Conclusions.

(1) Intern students reported a significant increase in their perceptions of their communication skills.

(2) Intern students increased their valuing of the work motivation factors: tolerance for work pressure, willingness to seek rewards, and surround concerns.

(3) Intern students did not show a significantly different change in their perceptions of ideal leader behavior with respect to the two dimensions: initiating structure and consideration.

(4) There were no significantly different changes between male and female interns for initiating structure, competitiveness desirability, willingness to seek rewards, and interpersonal communications.

Male interns showed a significantly higher increase in their expectations for administrator consideration.

Female interns placed increased value on potential for personal challenge, tolerance for work pressure, and surround concerns. Whereas, male interns showed a significantly higher increase in their valuing of conservative security.

(5) There were no significantly different changes between less experienced interns and more experienced interns for the subscales consideration, competitiveness desirability, surround concerns and interpersonal communication.

More experienced interns showed a significantly higher increase in their expectations for leader initiating structure.

Less experienced interns increased their valuing of the work motivation attitudes: potential for personal challenge, tolerance for work pressure, willingness to seek rewards, and conservative security.

(6) There were no significantly different changes between elementary level and secondary level administrative interns' perceptions of leader initiating structure; perceptions of their communication skills; and work motivation attitudes for potential for personal challenge, competitiveness desirability, tolerance for work pressure, willingness to seek rewards, and surround concerns.

However, secondary school interns increased their expectations for leader consideration and conservative security.

(7) There were no significantly different changes between urban and suburban administrative interns' perceptions of leader initiating structure; work motivation attitudes of competitiveness desirability, tolerance for work pressure, willingness to seek reward, conservative security, and surround concerns; and their perceptions of their interpersonal communication skills.

However, suburban interns increased their expectations for leader consideration and increased their valuing of work motivation attitude--potential for personal challenge.

A COMPARATIVE STUDY OF STYLES OF COMMUNICATION BETWEEN TWO GROUPS OF TRIADS: PARENTS AND THEIR BRIGHT UNDERACHIEVING CHILD AND PARENTS AND THEIR ACHIEVING CHILD

Order No. 8116773

BRADSHAW, RUTH VETTER, D.S.W. *The University of Utah*, 1981. 105pp.
Chair: Dean H. Hepworth

This study was designed to investigate the styles of communication between parents and child in two different groups of family triads. In one group (achievers), the child in each triad was a bright academic achiever. In the second group (underachievers), the child in each triad was a bright academic underachiever. There were 20 triads in each group, the sexes of the children were equally distributed within each group, and there were no developmental or psychological identified problems. The age range was between 11 and 14 years.

The styles of communication were studied within the context of a problem-solving exercises which consisted of a task a (puzzle) to be completed by the child. The parents in each triad were instructed to provide verbal and nonverbal messages to help the child complete the task.

The basic hypothesis of the study was that there would be a difference between the achieving and underachieving triads in the styles of communication. This proposed stylistic difference focused on the extent to which the messages between parents and child related to the problem-solving task, that is, were congruent or incongruent with the situation of the task completion. Congruent messages were defined operationally as informational messages from parents to their child that provided specific unambiguous directions, or reinforcing or critical evaluative comments that were consistent with the child's performance.

The following hypotheses were tested: (1) Parents of achievers will provide more congruent messages for completion of the task than parents of underachievers; (2) of these congruent messages more will consist of specific information and directions as to how to complete the task; (3) parents of achievers will send more performance-related messages than will parents of underachievers; (4) in the achieving group there will be reciprocity between the number of requests for help from the child and the number of directions given by parents. This reciprocity will not exist in the underachieving group.

The results of the study revealed the following: (1) There was no difference between the two groups in the total frequency of congruent and incongruent messages; (2) parents in the achieving group provided more congruent directions, but not informational messages; (3) there was no difference between the groups in evaluative comments about performance. However, in both groups the parents were more reinforcing than critical; and (4) there was no difference between the groups in the frequency of reciprocity between requests for help and help given by parents of achievers, but there was a positive relationship between these two variables in the underachieving group.

The stylistic difference in communication between the two groups was that the parents of achievers provided their children with more relevant and specific instruction and directions about the way the task was to be completed. This study suggested that the achieving child may receive more clear messages about expectations than the underachieving child.

Because a random sample could not be employed in this study, the parents in the two groups differed in their levels of education. The findings, therefore, should be viewed with caution.

THE EFFECTS OF CONTINGENT STIMULATION ON STUTTERING FREQUENCY IN TWO ENVIRONMENTAL SETTINGS UTILIZING TWO DELIVERY MODES

Order No. 8115465

CHRISTENSEN, JOHN ERIC, PH.D. *University of Kansas*, 1980. 80pp.

Statement of the Problem. Several laboratory investigations have demonstrated the effects of response-contingent stimuli on stuttering behaviors. Speculation regarding the effects of contingent stimulation on stuttering beyond the confines of the laboratory setting remains unclear. The primary factors involved in this uncertainty are the lack of systematic experimental controls in nonlaboratory studies and the limited amount of data reported.

The present investigation was designed to examine the effects of verbal response-contingent stimulation on stuttering behavior under varied experimental conditions. Variables that were manipulated included the mode of delivering response-contingent stimuli and the environmental conditions in which the subjects received the stimulation.

Procedure. This investigation employed a sequence of two related but independent experiments. The first experiment examined the headset and face-to-face stimulus delivery modes, while the second experiment contrasted the laboratory and home settings.

Both experiments were based on an ABA research design. Individual and group data were analyzed regarding changes in the mean percentage of words stuttered during Treatment and Extinction periods as compared to Baserate. The t test for repeated measures was used to test the significance of changes between Baserate and Treatment and between Treatment and Extinction for both experimental conditions. Further, the t test for repeated measures was used to determine the significance of differences in changes between conditions.

Findings. Verbal contingent stimulation of stuttering decreased the frequency of words stuttered for all subjects in both experiments. The amount of response change appeared to be independently variable, and complete elimination of stuttering behaviors during the Treatment period was not found for any subject.

The significance of changes in stuttering frequency was found to be variable. The reduction in stuttering frequency during the condition utilizing the headset delivery mode was found to be significant. Change in stuttering frequency resulting from the face-to-face delivery of stimuli was not found to be significant. The difference in change between the face-to-face delivery mode and the headset delivery mode was significant.

The results of the second experiment showed that contingent stimulation significantly reduced stuttering in the laboratory setting but not in the home setting. The difference in change between the home and laboratory settings was found to be significant.

Recovery of stuttering frequency during the Extinction periods on both experiments was found to be independently variable.

Conclusions. (1) The contingent stimulus "no" reduced stuttering frequency regardless of the delivery mode or experimental setting; (2) the only significant reductions of stuttering frequency occurred in the laboratory setting while using the headset delivery mode; (3) the face-to-face delivery mode significantly reduced the effectiveness of contingent stimulation; (4) the effects of the physical stimulus environment, if any, on the effectiveness of contingent stimulation in the home setting remain unclear; and (5) contingent verbal stimulation as a clinical strategy should be re-evaluated due to the possible ineffectiveness of the face-to-face delivery mode.

AN INTERACTIONAL APPROACH TO COMMUNICATION-BOUND ANXIETY AND THE CROSS-SITUATIONAL HYPOTHESIS

Order No. 8123308

CIRLIN, ALAN SYDNEY, PH.D. *The University of Iowa*, 1981. 246pp.
Supervisors: Professor Samuel L. Becker, Professor Gary Cronkhite

This study was a response to a number of criticisms which have been raised over current research being done under the communication-bound anxiety rubric. Three criticisms are discussed: first, that the definition underlying most constructs is based on the unsupported a priori assumption that anxiety is the causal factor; second, that current approaches tend to focus on individual variables to the exclusion of situational variables; and third, that current measurement instruments have failed to predict situation-specific communication behaviors cross-situationally. It is argued that these problems are largely a function of set of problematic assumptions underlying current approaches to communication-bound anxiety. It is also argued that a potentially better approach would involve an attempt to develop a multidimensional, interactional measurement instrument, designed to account for the variance in actual situation-specific behaviors. Such an approach would not be based on any a priori assumptions of causality. This study was an attempt to assess the merit of such an approach.

Three hypotheses were tested: first, that a number of individual dimensions would emerge if actively sought; second, that a number of situational factors would emerge if actively sought; and third, that the cross-situational predictive power of a measurement approach based on both individual and situational factors would be higher than that achieved by contemporary approaches to the measurement of communication-bound anxiety. Strong evidence was found in support of these three hypotheses. Q-factor analysis of a set of individual difference items (items = 51, subjects = 69) produced a solution in which 10 factors had eigenvalues greater than 1.0; the varianced accounted for by the first three factors was 33.3%, 11.2%, and 5.9%. R-factor analysis of a set of situational difference items (subjects = 71, items = 60) produced a solution in which 16 factors had eigenvalues greater than 1.0; the variance accounted for by the first three factors was 37.6%, 14.2%, and 7.3%. In both the Q- and R-solutions there were items or subjects with their primary loading on the secondary factors. During the final test, the cross-situational predictive power of three measures of communication-bound anxiety (Gilkinson's PRCS, Watson and Friend's SADS, and McCroskey's PRCA) were compared with the cross-situational predictive power of an individual and a situational difference measure developed during the course of the study. These instruments provided measures of four individual factors and five situational dimensions. The three contemporary instruments used together in a multiple regression equation accounted for an average of 11.8% of the total behavioral variance across situations (individuals = 116, situations = 9). Individually the PRCS accounted for 6.2%, the SADS 3.7%, and the PRCA 7.9% of the total variance. The individual difference instrument accounted for 12.3% of the total variance. The individual and situational difference instruments used together were able to account for 50.3% of the variance across 464 individual-situational criterion scores. It was concluded that evidence in support of the multidimensional, interactional approach was obtained.

COMMUNICATION PATTERNS OF MOTHERS OF YOUNG DEAF CHILDREN

CORLISS, PAULINE ATKISON, ED.D. *University of Southern California*, 1981.
Chairman: Professor Paul Bloland

The purpose of this study was to examine the relationship between the communication patterns of mothers and the school behaviors of their young deaf children. It was the intent of this investigation to show that mothers' metacommunication is more directly related to their children's school adjustment than their verbal communication. Research studies from nonverbal communication, mother-infant, mother-child, and mother-handicapped child studies were reviewed for their theoretical implications in the communication of prelinguistic deaf children and their mothers. Previous research in the area of young deaf children has traditionally centered around the verbalizations of the mother to the child, while this study attempted to look at the nonverbal interactional aspects of communication between the mother and the child. This study assumed that even though small deaf children may have little or no receptive verbal language, they have established a communication process with their parents which continues to facilitate or complicate the learning of verbal language. By studying this process, counseling strategies for parents could be developed which would take into account more than the need for their children to gain speech or verbal communication.

Thirty-two mother-deaf child dyads were videotaped at the John Tracy Clinic in a standardized free play situation. In addition, each mother participated in a structured interview conducted by the author. Raters observed the mothers' behavior and rated them on the dimensions of control vs. autonomy, acceptance vs. rejection, and modes of communication (verbal vs. nonverbal). Measures of verbal praise and dissatisfaction/anxiety were also employed in the ratings. All of the severely to profoundly deaf children and their mothers were enrolled in one of the training programs at the John Tracy Clinic. The children were rated by their tutors on attention span, self-confidence, disposition, friendliness, aggression, and passivity.

The following hypothesized relationships were not supported in this study: maternal control and rejection and child passivity; maternal control and praise and child aggression; maternal praise and child attention span; maternal turntaking and eye-contact and child friendliness; maternal praise and expressive language of younger children (mean = 2.4 years). The expected relationship between mothers' dissatisfaction/anxiety about their children's progress in school and ratings of deaf children on school aggression was supported. This finding supports the basic assumption of this study that deaf children are strongly affected by their mothers' interactional messages even when verbalizations are not understood. The hypothesized relationship between mothers' nonverbal praise and older children's (mean = 3.10 years) expressive language was found to be significant. Since most of the children in this study were profoundly deaf, it is not surprising that the older children's expressive image would be more affected than that of the younger children whose expressive language was meager or nonexistent.

Several recommendations for future research were suggested by these findings. This study should be replicated with mothers and deaf children who had not been trained at the John Tracy Clinic or a similar institution. The finding that nonverbal praise is significantly related to expressive language would merit further investigation. Because very young children do not have a receptive verbal language it would be of help to educators and parents if more attention were paid to the process of communication which includes mostly nonverbal messages for these children. Counseling strategies which focus on mothers' dissatisfaction and anxiety should be developed because of their adverse effects on deaf children. Counselors who work with mothers of deaf children should investigate further the relationship between aggression in children and mothers' attitudes.

Three hundred and thirty-one secondary school counselors were surveyed. Of this group 260 completed questionnaires, or 79% of the sample, were returned.

The first hypothesis, that there would be no statistically significant difference between the ASCA's functional statements and the views of practicing secondary school counselors, was rejected. It was found that all functional statement comparisons were not considered equal at the .05 level of significance. The second hypothesis, that certain sub-items listed under the functional statements would be considered more applicable to a description of practicing secondary school counselors, was accepted. Certain sub-items under each functional statement were considered more descriptive of counselor responsibility based on the .05 level of significance and/or their mean.

THE EFFECTS OF A MARRIAGE ENCOUNTER PROGRAM ON MARITAL COMMUNICATION, DYADIC ADJUSTMENT AND THE QUALITY OF THE INTERPERSONAL RELATIONSHIP

Order No. 8122276

COSTA, LOUISE ANN, PH.D. *University of Colorado at Boulder*, 1981. 278pp. Director: Assistant Professor Alma Elaine Yarbrough

This study investigated the effects of a Marriage Encounter program on marital communication, dyadic adjustment, and the quality of the interpersonal relationship. It focused on the prediction that the ME training program was effective in teaching communication skills to enrich the marital dyad. Communication was defined as an emergent process of mutual meaning creation and negotiation between interdependent individuals. As such, the theoretical bases of the study were systems theory and a preventive, educational model of health.

Literature was reviewed to argue that communication is the major criterion for assessing the effectiveness of a system and that ineffective communication is a major contributor to marital dysfunction. It was noted that methodological deficiencies in marital enrichment research have produced equivocal and inconclusive results regarding effective outcome.

The modified Solomon four-group design included an experimental group, a no-treatment control group, and two additional groups to control for testing effects. The experimental group consisted of 31 volunteer couples and the waiting-list control group consisted of 29 volunteer couples, each from six different ME programs. The two additional control groups consisted of 43 volunteer couples who were on a waiting list. The experimental group completed three inventories before, after, and two months after, participation in the enrichment experience. Intensive interviews of experimental subjects as follow-up added a qualitative dimension to the study.

The experimental group couples were exposed to ME and learned a communication technique known as "dialogue." Six hypotheses were generated. In general, they predicted that couples participating in a ME program would experience a significant increase in their level of marital communication, dyadic adjustment, and the general quality of the interpersonal relationship immediately after and two months following the program. The dependent measures were the Marital Communication Inventory, the Dyadic Adjustment Scale, and the Interpersonal Relationship Scale.

An analysis of raw change scores and an analysis of covariance were used to test the hypotheses. On both statistical tests, experimental group scores were significantly higher than control group scores on all three dependent measures at posttest. The significantly higher scores were sustained over the two-month follow-up period. Therefore, the six hypotheses predicting short and long-term impact were confirmed. The qualitative data generally reinforced and expanded quantitative findings. Participants reported that the dialogue technique of expressing feelings was a significant variable in increasing marital intimacy. An analysis of variance was conducted to determine testing effects on the dependent measures. Results indicated no appreciable testing effects.

Discussion of results generally supported the overall prediction that a ME program can significantly increase the level of communication, adjustment and the quality of the interpersonal relationship. The data were further analyzed according to demographic variables of age, sex, length of marriage, number of children, frequency of church attendance, and educational level. Interpretations of significant sex differences were also presented.

It was concluded that ME which is based on a health-centered concept of enrichment, still in its infancy, should be further developed and expanded. Furthermore, implications of the results indicated that communication educators and practitioners should continue to focus on the relationship rather than on the individual for marital enrichment. Research recommendations included the use of multi-method approaches, randomization, and longitudinal follow-up procedures. Further research should focus on the areas of qualified leadership, developmental needs, program components, range of potential participants, and comparative analysis.

THE COMMUNICATOR'S PHYSICAL ATTRACTIVENESS AND CREDIBILITY AS DETERMINANTS OF THE EFFECTIVENESS OF A SPEECH

Order No. 8117620

COVINGTON, JOYCE KOCIAN, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1981. 79pp. Supervisor: Professor J. Donald Ragsdale

The purpose of the study is to determine the extent to which a speaker's physical attractiveness and credibility may influence the effectiveness of a speech. The following questions were asked: (a) Is the speaker effectiveness determined by the speaker's physical attractiveness and credibility? (b) Will the attractive speaker be perceived as a less effective speaker, other things being equal? (c) Additionally, will the study show which the audience thinks is of greater influence in evaluating the effectiveness of a speaker, physical attractiveness or credibility?

A significant *F* value was hypothesized for the main effects physical attractiveness, sex, and introduction. An introduction effect was also predicted. The confederate speaker served as both the attractive and the not-so-attractive speaker. A no, low, or high credible introduction prefaced each of the attractiveness conditions. A total of six combinations of introduction and attractiveness were used in this experiment. The subjects, all beginning speech class members, viewed a four minute video taped speech. Following the speech each subject filled out an ethos semantic differential and a semantic differential for effectiveness.

The resulting ANOVAs revealed that neither credibility nor effectiveness were significant for the main effect attractiveness. The main effect sex was not significant for credibility or effectiveness. For the main effect introduction, the F value was significant on all three levels of the credibility measure and for the effectiveness measure.

It was further revealed that the male subject, when viewing an attractive female speaker, always rated the femae highest in the low introduction condition. The female, when viewing the attractive female speaker, rated the high introduction conditions most effective. In the unattractive condition the male did not rate the speaker in any set pattern. The female subject, on the other hand, rated the low credible introduction the highest in the unattractive condition.

The overall effective rating was as follows: (1) attractive/low introduction, (2) unattractive/low introduction, (3) attractive/high introduction, (4) unattractive/high introduction, (5) attractive/no introduction, and (6) unattractive/no introduction.

Therefore, it can be concluded based on these findings that: (a) The speaker's effectiveness is not determined by the speaker's physical attractiveness. Perceived credibility does determine the speaker's effectiveness. (b) Perceived speaker effectiveness is not determined by attractiveness of the speaker, other things being equal. (c) Finally, credibility, as measured by three levels of introduction, is of greater influence in evaluating the effectiveness of a speaker, than is physical attractiveness.

THE RELATIONSHIP BETWEEN PERCEIVED COMMUNICATION COMPETENCE AND CHOICE OF INTERPERSONAL CONFLICT MESSAGE STRATEGIES

CUPACH, WILLIAM RICHARD, PH.D. *University of Southern California*, 1981. Chairman: Professor Kenneth K. Sereno

Interpersonal communication competence was defined with respect to several important features: (1) it involves the appropriate and effective use of messages; (2) it is related to functional outcomes; (3) it is dyadic in nature; (4) it is reflected in a constellation of skills; and (5) it is contextual in nature. Interpersonal conflict was identified as one important situational form (context) in which the question of interpersonal communication competence arises. It was hypothesized that various measures of perceived competence would be more positively associated with the use of constructive conflict message strategies than with destructive or avoidance message strategies. Interpersonal communication satisfaction--a logical outcome of competent interaction--was also predicted to be more positively correlated with the use of constructive strategies than with destructive or avoidance strategies. Also, it was predicted that interpersonal solidarity would be a significant unique predictor of communication satisfaction above and beyond conflict message strategies. One hundred fourteen volunteer dyads (228 respondents) completed questionnaires regarding a recalled conflict episode. Respondents completed instruments assessing enacted conflict behaviors, perceived competence of self and alter in the conflict interaction, communication satisfaction resulting from the conflictual encounter, and general interpersonal solidarity of the dyad-members. Results clearly indicated that perceptions of competence were consistently more positively associated with the use of constructive conflict message strategies versus destructive or avoidance strategies. Communication satisfaction was also more positively associated with constructive message strategy use. Interpersonal solidarity accounted for five percent of the variance in communication satisfaction when entered after the predictors of conflict message strategies. The data are seen as important to the ultimate development of an adequate theory of interpersonal communication competence--a theory which recognizes the importance of situation as an influence on communication behavior. Pragmatically, the results are consistent with prior research and theorizing about conflict, and instructive about appropriate and effective communication behavior in situations of interpersonal conflict. In interpersonal relationships, the constructive management of disagreements through open information exchange and recognition of relational commitment is perceived to be most competent--i.e., appropriate and effective. Such prosocial communication strategies appear to maximize the utility of interpersonal partners when they desire both individual and relational goals.

FUNDAMENTAL FREQUENCY OF THE HUMAN VOICE AND PERSONALITY TRAITS

Order No. 8121432

HENDERSON, CHARLES EDWIN, PH.D. *University of Denver*, 1981. 217pp.

Scientific interest in the relationship between speech and personality has existed for many years, but empirical studies of the association between voice and personality have been few in number. Comparisons of the results of extant studies are difficult because of disparate methodologies, but most findings have supported the notion that speech is systematically related to personality.

Recent findings, as well as results reported in some of the older literature, have implicated fundamental frequency of voice as a probable conveyer of cues to a speaker's personality. This dissertation investigated the relationships between selected fundamental frequency variables and personality traits as defined by scores on Form A of the Sixteen Personality Factor Questionnaire (16 PF).

The voices of seventy-six college students (41 females and 35 males) were acoustically analyzed for eight fundamental frequency (F_0) variables: Natural F_0 (NF), mean habitual speaking F_0 (HF), habitual F_0variance (V), habitual F_0 range (R), and four permutations of the difference between HF and NF (D). Pearson r's were used to test for significant associations between the voice variables and scores from Form A of the 16 PF.

Fisher's Z_r transformations were used to test for significant differences between male and female correlations. Only one significant difference was found: Factor L with fundamental F_0 range (R) in which the male correlation coefficient was low and positive (r = .29) and the female correlation coefficient was low and negative (r = -.29).

In addition to the associations with Factor L, there were thirty-five associations that were low but significant: Factor B with D (-.35, females), D_2 (-.37,females), and D_3 (+.32, females); Factor C with D (-.27, females), D_2 (-.28, females), and D_3 (+.28, females); Factor F with V (+.31, males); Factor G with D (+.30, males); Factor H with V (+.28, females); Factor I with HF (-.32, males), and D (-.31, males); Factor M with HF (-.40, females); Factor N with R (+.30, females); Factor O with D_2 (+.28, females); Factor Q_1 with HF (-.22, combined males and females), and R (-.43, females); Factor Q_2 with R (-.30, females), and D_2 (+.70, males); Factor Q_3 with HF (+.30, females), R (+.27, females), D (+.41, males), D_1 (+.37, males), and D_2 (+.75, males); Factor Q_4 with D (+.21, combined), D_2 (+.28, combined), and D_3 (-.30, females); Factor Q_I with V (+.23, combined); Factor Q_{II} with D (+.29, females), D_2 (+.28, females), and D_3 (-.30, females); Factor Q_{III} with HF (+.29, combined), and D_3 (-.26, combined); Factor Q_{IV} with HF (-.28, females), and R (-.28, females).

These findings were interpreted as modest support for the general hypothesis that voice and personality are systematically related. Voice-personality profiles suggested by the data were described, and suggestions for further research were made.

THE DEVELOPMENT AND EVALUATION OF A SELF-REPORT INSTRUMENT TO MEASURE LEADER EFFECTIVENESS

Order No. 8126054

JACOBSON, CAROLYN MCKINNELL, PH.D. *Ohio University*, 1981. 166pp. Director: Dr. Richard F. Whitman

In recent years, numerous leadership studies have focused on leader behavior in an attempt to discover what effective leaders do. Although researchers have recognized that leader behavior may be influenced by situational variables, there is no valid and reliable instrument to measure leader behavior across situations. The Leader Behavior Description Questionnaire developed at The Ohio State University does not attempt to account for the situation, and no validity/reliability data are known to exist for the Hersey and Blanchard Leader Effectiveness and Adaptability Description.

The purpose of this research is to develop a valid and reliable measure of leadership effectiveness, based on Hersey and Blanchard's Situational Leadership Theory. Following their theory, leader effectiveness is defined as the appropriateness of a leader's behavior to a given situation. The situation is defined in terms of the maturity of the followers in relation to a specific task, function or objective to be performed.

Forty items were written describing groups of various maturity levels as defined by Hersey and Blanchard. For each item, twelve responses were written to describe the four leadership styles outlined by Hersey and Blanchard. Content validity was assured by a panel of five expert judges who sorted items and their responses by maturity level and leadership style respectively. Validity was further assured by employing a modification of Thurstone and Chave's technique for attitude scale construction to derive scale values, indices of ambiguity and indices of similarity. Scale values and indices of ambiguity were obtained using a sample of undergraduate and graduate students trained in Situational Leadership Theory, with each subject randomly assigned to respond to 20 of the 40 items. To derive indices of similarity, a panel of 25 faculty and graduate students trained in Situational Leadership Theory responded to all 40 items.

Using these data and a series of rules, thirteen items were eliminated and the twelve alternative responses to each remaining item were narrowed to four, representing the four leadership styles. The resulting 27-item measure was mailed to a random sample of managers in training and development in the continental United States. The 187 responses were factor analyzed and reliability was assessed. On the basis of these data, seven more items were eliminated, resulting in a 20-item Leadership Effectiveness Measure. Test-retest reliability was determined using an additional sample of 32 supervisors from a utility company.

The 20-item Leadership Effectiveness Measure which resulted from this research appears to be a valid and reliable instrument. Factor analysis of the instrument by each of the four styles reveals relatively pure factor structures of one factor per style. Internal consistency for subscales representing styles one (α = .6324) and four (α = .6393) were judged acceptable, but internal consistency for the subscales representing styles two (α = .5530) and three (α = .4688) should be improved through the development and testing of additional items. Coefficient alpha for the instrument as a whole is .5852. Total score test-retest reliability is .788.

SMALL GROUP DISCUSSION LEADERSHIP IN A VOLUNTEER ORGANIZATION: AN EXPLORATORY INVESTIGATION

Order No. 8126118

KIRKPATRICK, THOMAS GRANT, PH.D. *University of Washington*, 1981. 199pp. Chairperson: Professor Thomas M. Scheidel

This descriptive field study investigated small group discussion leadership by exploring actual, real-life discussions in a volunteer organizational setting. The purpose of this study was to describe the style, behavior, and effectiveness of small group discussion leaders in a volunteer organization.

Because insights on small group discussion leadership from the volunteerism and leadership theory fields contain little theoretical development or practical direction from research conducted in volunteer organizations, several exploratory research questions were used to guide this study. These research questions concerned such areas as the type and frequency of volunteers' leadership style; participants' estimated and actual leadership style, behavior, and effectiveness; the relationship between leadership style and leadership effectiveness; an adaptable approach to leadership style and effectiveness; volunteers' communicative behavior; and the relationship between demographic features (e.g. sex, status, and leadership experience) of volunteer leaders and their leadership effectiveness.

A church organization provided a real-life small group discussion research setting for this study. Twenty-four lay and clergy persons were selected to lead small group discussions at one of this organization's meetings. Fourteen leaders were selected from the original pool of twenty-four leaders to lead group discussions during a subsequent meeting.

Leaders were classified according to four leadership styles (task-oriented, relationship-oriented, combination, and undeveloped) based on a six-item Bales-related measure of leadership style which was determined to be a valid scale for this study's purpose and participants.

Results regarding *leadership style* found an absence of task-oriented leaders and a predominance of combination leaders among this study's volunteer discussion leaders. Insight into this result may come from future research which examines the possible distinction between perceptions of leadership orientation and leadership skill. Moreover, examination of the leadership style of volunteers in other volunteer organizations is needed to determine whether these findings are generalizable beyond this study's participants.

Results for *leadership behavior* revealed a taxonomy of typical leadership behavior which could be used to identify leadership skills and attitudes to foster or avoid in one's leadership behavior repertory. It was concluded that volunteer small group discussion leaders should be encouraged to broaden their leadership repertory to include both task and relationship behaviors. Also, a number of patterns of verbal leader behavior provided understanding about the communicative behavior of volunteer small group leaders and members.

Finally, results in the area of *leadership effectiveness* revealed that a greater proportion of combination leaders were effective than relationship-oriented leaders both in terms of group productivity and member satisfaction. However, future research using different volunteer leaders and improved measurement procedures is needed to determine whether statistically significant support can be obtained for the expectation that combination leaders are more effective small group discussion leaders than relationship-oriented leaders. If leader orientation can be shown to be directly correlated with behavior, then the combination leadership style should give a leader the greatest behavioral flexibility for adapting one's style to the situation as well as for adapting the situation to one's style.

THE EFFECTS OF VALUE DISSIMILARITY ON GROUP REPRESENTATIVES

Order No. 8113240

LEIPZIG, JOHN STEHLING, II, PH.D. *Kent State University*, 1980. 234pp. Director: Dominic Infate

The focus of this study was to investigate the effects of value dissimilarity on individuals who represented a group in discussions about a controversial topic. Four hypotheses were generated to see whether changes in the subject's personal value priority order, the subject's attitude toward the proposal, the subject's task attraction toward the group he/she represented, and the subject's task attraction toward the other would occur due to value priority dissimilarity with his/her group and/or another with whom he/she discussed the controversial topic.

Of 325 subjects pretested 128 subjects were selected because they were initially against the topic discussed, felt similar to their group, and preferred the value A Comfortable Life over the value A Sense of Accomplishment. The subjects were randomly assigned to the following conditions: (1) Group's Values/Other's Values Similar; (2) Group's Values Similar/Other's Values Dissimilar; (3) Group's Values Dissimilar/Other's Values Similar; and (4) Group's and Other's Values Dissimilar. A Comfortable Life and A Sense of Accomplishment (Rokeach's 1973 Terminal Values) were selected because they were the two most frequently chosen values by subjects in a pilot study which determined that these two values were related to a proposal concerning standardized comprehensive final examinations discussed by the subjects in fifteen minute audio-taped sessions with trained confederates.

The results indicated that in the condition in which the representative's group and the confederate were value dissimilar significant amounts of value reversals occurred. Further examination indicated that a main effect due to the representative's similarity in values to his/her group was probably the best indicant of value change. Value change was operationalized as a reversal in priority order from the subject's initial ranking of the two values.

A secondary focus of the study was the effect of differing value priority orders on the subject's allegiance to his/her attitude toward the proposal. There was a significant main effect due to value similarity with the confederate. Subjects were most likely to be less disfavorable toward the proposal when the confederate professed a value priority order similar to the subject's.

In other analyses, no differences were discovered in task attraction scores due to value dissimilarity. Additionally, a Post-Hoc step-wise multiple regression of value change for the value A Comfortable Life indicated that 18 percent of the variance in the value change could be accounted for by variance in four predictors. The step-wise multiple regression for value change for the value A Sense of Accomplishment indicated nonsignificance. A final step-wise regression of the Attitude Toward the Proposal indicated that 44 percent of the variance in Attitude Toward the Proposal could be explained by variance in four predictors.

Multiple explanations for the findings were offered from four major approaches to counter-attitudinal advocacy. The best explanation was felt to be Self-Perception Theory. A discussion as to the stability of the content validity of Rokeach's list of values was undertaken. The value tags very possibly did not capture the concepts they attempted to capture.

This study discovered that the ascribed value priority order of the group was the best indicant of the personal value priority order of a representative. When representatives have value priorities which are different from their groups' value priorities, the representatives change their value priorities so that they are consistent with their group's value priority order.

THE DEVELOPMENT OF TURN TAKING IN CHILDREN'S CONVERSATIONS

Order No. 8123026

LEVEY, LINDA MADISON, PH.D. *City University of New York*, 1981. 163pp. Adviser: Professor David J. Pearlson

The development of turn taking in children's conversations was studied in the context of communicative competence and social cognition. The ability to coordinate the smooth exchange of speaker/listener turns was linked theoretically to children's perspective taking and the ability to infer another's intentions. Evidence from developmental studies of children's ability to adapt their verbal messages to the informational needs of listeners and from developmental research in nonverbal communication suggested that the regulation of conversational turns was a developmental task related to children's knowledge and instrumental use of turn signals.

Measures of these signals were from studies of adult communication and included speaker and listener nonverbal and verbal behaviors.

Ages chosen for study corresponded to ages normally associated with preoperational, concrete operational, and formal operational thought. Nonverbal signals, except touch, and listener verbal behaviors were expected to increase between kindergarteners, third-, and sixth-graders.

Other factors in the design were sex, communicative context, and for the nonverbal measures, role as speaker or listener. Based on previous findings, gaze aversion was the only measure expected to differ between sexes. Communicative context, a source of unexplained variability among adult studies, was controlled in the present study by having each dyad engage in two conversations differing in degree of structure. Role was expected to interact with communicative context and grade.

Children's violations of the turn-taking convention were measured by two types of errors, simultaneous speaking turns and simultaneous listening turns. These measures were regarded as indices of communicative competence and were expected to decrease with age, occur more often in structured conversations than in unstructured, and be negatively related to the display of turn signals.

Subjects were 30 previously acquainted, same sex dyads. Both conversations were videotaped in a single session at the children's schools during school hours. After establishing the reliability of the measures, a team of adults coded the behaviors from the videotapes with the aid of transcripts. The first twelve speaking turns from each conversation constituted a coded segment.

Developmental differences occurred for gesticulations and head nods and, in the structured conversation, for gaze aversion and forward leans. Mean variances tended to be large and, along with small ranges and high numbers of zero scores, contributed to a lack of significance for other variables. Contrary to expectations, girls averted their gaze more than boys, and age was not a factor in girls' gaze behavior. The sexes differed in the lengths of their conversations. Longer conversations for girls were associated with higher scores on several measures, although girls did not commit more turn-taking errors than boys. The effects of communicative context revealed that more speaking turn errors and interruptions occurred in the structured conversation than in the unstructured, despite more turn signals being displayed in the structured conversation. This finding raised the question of the function of the turn signals. Role was a significant factor for four behaviors, and interactions of role and communicative context with grade and sex were found. Only one type of error, simultaneous listening turns, decreased with age and only in the structured conversation. No negative correlations occurred between turn signals and error messages, again leading to questions concerning the function of the turn signals and validity of the error measures.

Intraclass correlation of the dependent measures revealed patterns of congruence between and within communicative contexts and roles for several measures.

Results were discussed in terms of methodological and conceptual problems, particularly the adequacy of the external variable approach in understanding turn taking. The relationship of the results to those for adults and implications for future research were also mentioned.

A STUDY OF MOTHER-CHILD INTERACTION WITH LANGUAGE-LEARNING CHILDREN: CONTEXT AND MATERNAL INTERPRETATION

Order No. 8114694

MAYRINK-SABINSON, MARIA LAURA TRINDADE, PH.D. *State University of New York at Buffalo*, 1981. 249pp.

This dissertation has a dual objective: to attempt a description of the context in which maternal interactions with one-year-old, language-learning children take place, and to describe the children's 'communicative' abilities as viewed by their mothers and by mothers with children of approximate age. It is an attempt to find out how the mothers interpret their children's intentions, wishes, and early utterances, and how the context in which mother-child interactions occur can help them in this interpretative task.

Special attention is given to the interpretations mothers attribute to their young children's behavior. These maternal interpretations are used for the purpose of establishing categories of children's behavior. The validity of the categories revealed in through the analysis of the video-taped interactions of three mother-child pairs, in three routine situations, is later checked against the mothers' own view; i.e. mothers are given the role of 'outside observers' of the children's behavior some time after the video-tapes had been collected.

The analysis of the video-tapes suggests that mother-child interactions take place in a highly structured context. Each global situation (play, meal, and bath times) can be viewed as a larger context with its specific goal, location, and characteristic units. It also suggests that mothers do not respond to all behaviors from their children, but rather select a small set of nonverbal behaviors (common to all three children) to respond in similar and consistent ways. Attention is called to the similarity between these 'pairs of child behavior-and-maternal responses' and the 'adjacency pairs' postulated by Schegloff & Sacks (1973) to account for certain phenomena observed in adult conversation. A taxonomy of 'adjacency pairs of child behavior-and-maternal responses' is established: (1) requests for objects or food; (2) requests for names; (3) requests for help or expression of frustration; (4) requests to get down; (5) offering or showing things; (6) refusals; (7) showing affection, and (8) calling. It is argued that these categories have some kind of psychological reality to the mothers, who are able to replicate the original interpretations when shown edited episodes of children's behavior belonging to the different categories.

Arguments are presented that mothers are interpreting the children's nonverbal behavior rather than their vocalizations. These are taken into account sometimes. It is argued that the mothers are looking for *Englishness* in the sounds their children produce, but that they are also looking for *appropriateness* to the context; mothers need a context in order to confirm the Englishness they perceive in the children's early utterances. What seems to be individual differences or effects of experience with children in maternal interpretative ability appear when the mothers are given the role of outside observers of the children's behavior.

TALKING TO FOREIGNERS: THE ROLE OF RAPPORT

Order No. 8113119

MCCURDY, PEGGY LENORE, PH.D. *University of California, Berkeley*, 1980. 205pp.

This study is an investigation into the conversational processes that lie at the basis of second language learning, and an attempt to identify some of the social forces that shape the input that adult learners receive.

It is only recently, with the decline in influence of innatist theories of language learning, that the attention of researchers has shifted from the talk of the learner to the talk of the native speaker. And it is only recently that their attention has shifted from analysis at the sentence level to analysis at the level of discourse. At the same time, converging lines of inquiry in the fields of linguistic pragmatics, ethnomethodology, and the ethnography of speaking have placed at their disposal new perspectives on conversation and new tools for the investigation of the acquisition process.

This study is an analysis of two extended tape-recorded conversations. The participants are newly-acquainted adults--three beginning learners of English and three native speakers--and their talk is typical of the casual social conversation that forms one of the recurrent linguistic environments of adult learners. The native speakers are neither researchers nor English teachers; it is their speech in particular that is examined.

An adequate account of such conversation and of its departures from conversation among native speakers cannot be given on the basis of simplification alone. Given certain uniformities of situation, it is possible to make a few broad assumptions about the social factors that affect adults engaged in talking to foreigners. It is proposed that making such assumptions will facilitate the description and explication of the processes of foreigner talk that have been identified and discussed in second language acquisition research--the organization of repair, paraphrase, questioning, altered rate of speech, and imitativeness. In approaching the data, some significant ideas are brought to bear which have not previously been applied to foreigner talk, principally from the work of John Gumperz on conversational inference and contextualization, the work of Robin Lakoff on rapport and style, and the work of Penelope Brown and Stephen Levinson on threats to face.

In the conversations examined here and in others I've observed between newly-acquainted adults, certain threats to face are operable. The learners are concerned about the adequacy of their English and about whether they are imposing on the native speakers. The native speakers are sensitive to these concerns and want to reassure the learners, but at the same time do wish to avoid being imposed upon. Differences emerge here with respect to preferred rapport strategies and conversational styles. Both native speakers and learners frequently pretend to understand one another when they don't; almost any contribution that serves to keep the conversation going is accepted as an appropriate next turn. Native speakers, in their efforts to slow and simplify their speech, often experience some discomfort from what might be termed a "loss of style."

We are still a long way from saying precisely how it is that the modifications made in speech addressed to foreigners enhance or inhibit learning. We are even further from accounting for the role that specifically social factors play in the learning process. However, I think it is clear that indirect negotiations about linguistic adequacy, imposition, and what minimum level of mutual understanding is tolerable are crucially important to this process. Moreover, these conversational negotiations, from the learner's point of view, are not just preliminaries to his receiving the input necessary for language learning, but in themselves constitute that input.

A DESCRIPTIVE STUDY OF MEDICAL TRAINING IN INTERPERSONAL COMMUNICATION AND THE CARE OF CHILDREN WHO MAY DIE

Order No. 8115498

MORRISS, JAMES EDWARD, PH.D. *New York University*, 1981. 486pp. Chairman: Professor Neil Postman

In this study life-threatening illness in children is the lens through which problems in doctor-patient communication are brought into focus and, in a survey, resident physicians evaluate current medical training in interpersonal communication and other psychosocial aspects of patient care.

Parents' (36 subjects) dissatisfactions with the management of their children's illnesses were determined through a problem identification process designed for this study. The problems parents cited primarily involved communication with physicians. Multiple perspectives on causes and solutions to these problems were obtained through interviews with pediatric nurses (37 subjects), senior physicians (25 subjects) and a review of literature related to the management of life-threatening illness in children (1970's). Data from these sources were used to develop a questionnaire for a survey of pediatric residents regarding medical training in specific areas of concern in this study. All subjects were from the Greater New York Metropolitan Area.

Out of 300 resident physicians contacted (14 hospitals) one-third responded. The number of respondents in each of 3 years of pediatric residency were approximately equal. In regard to 6 problem areas identified by parents the majority of respondents agreed that medical training was *inadequate* in: (1) disclosing a life-threatening diagnosis (73%); (2) counseling families regarding communication with the child about the illness (78%); (3) communicating medical information in layman's language (55%); (4) providing leadership for interdisciplinary teams (64%); (5) involving patient-family units in management of the illness (63%); (6) providing support for patient-family units when the child is dying (67%).

Information was requested regarding respondent's education in 21 psychosocial and interpersonal skills areas. Those who received training in over 50% of these areas had more favorable opinions regarding medical education. However, not a single respondent "strongly agreed" with the statement: "Medical training adequately prepares physicians in..." any one of the 6 areas mentioned.

Respondents (53%) indicated they cared for children with life-threatening illness on more than 10 occasions and 68% indicated they were the primary physician on 3 to 10 occasions. Training in the 6 areas cited above was received primarily through experience during internship/residency. There was significant agreement regarding a need for greater attention to, earlier introduction of, and more continuity in such training.

U.S. trained physicians (47%) represented 28 medical schools. Physicians trained abroad (19% American, 34% foreign) represented medical schools in 21 countries. Americans trained abroad varied significantly in responses to almost all 64 items in the questionnaire from either American-trained or foreign doctors, though in no significant direction. In a follow up on non-respondents no significant differences were found in demographic data, or attitudes regarding physician's need for skills in psychosocial aspects of patient care.

In addition to a review of literature on the management of life-threatening illness in children, a review of literature on interpersonal communication and death and dying in the medical curriculum is presented. The study includes a theoretical analysis of the problems cited, a philosophical and historical examination of the biomedical model, and a discussion of this model's role in structuring the behavior of medical professionals caring for patients who may die. The findings suggest that: (1) due to physicians' lack of training in psychosocial aspects of disease management, avoidance tactics, often unconsciously developed and deployed, interfere with effective doctor-patient relations. (2) underlying causes of these problems are not simply lack of professional training, but can be found in the attitudes, assumptions, expectations and purposes fostered by the biomedical model. (3) since physicians are taught to view cure, rather than the quality of care, as a measure of success, a patient's death is seen as a personal failure. For this reason, dying, a common clinical syndrome with which doctors must deal, appears to be rejected by the medical model. (4) without basic changes in values and priorities resulting from a philosophical examination of the model, introduction of courses in medical education may do little to correct the problems examined in this study.

THE EFFECT OF FIXED AND CHANGING INTERPERSONAL DISTANCES ON THE FEEDBACK BEHAVIORS OF MALES

Order No. 8118987

MURPHY, BERNARD ELWOOD, JR., PH.D. *The Catholic University of America*, 1981. 115pp.

Background. Culturally appropriate interpersonal distances have been well documented as a phenomenon of human behavior (Hall, 1966; Argyle and Dean, 1965; Evans and Howard, 1973). Sundstrom and Altman (1976) have developed a model of interpersonal distance that incorporates the earlier works of Hall with empirical data. Their work concluded that for near distances (less than 2.5 feet), strangers experienced discomfort, at intermediate distances (3-5 feet), strangers experienced comfort and at far distances (7-10 feet) strangers again experienced discomfort.

This study investigated the effect of fixed and changing interpersonal distances on the verbal and nonverbal feedback behaviors of an interviewee. Thus, it expanded the Sundstrom and Altman model to identify feedback behaviors that were affected by the independent variables.

Procedure. The 55 male subjects were randomly assigned to five possible design cells. A trained interviewer using a set script interviewed each subject in one of the following cells. Subject and interviewer were seated: (1) near--1.5 feet apart; (2) intermediate--3.5 feet apart; (3) far--8 feet apart; (4) near to far interview--the interviewer moved from 1.5 to 3.5 to 8.0 feet away from the subject; (5) far to near interview--the interviewer moved in a reverse order of distances. A videotaping of the interview was made via a one-way mirror. Following the taping two trained raters rated the tapes for nonverbal behaviors using Leathers' (1976) Nonverbal Feedback Rating Instrument and for verbal behaviors using Leathers' (1976) Feedback Rating Instrument. Verbal productivity was measured in seconds.

The results of the ratings were analyzed by comparing the three fixed groups (near, intermediate, and far) using a 3 x 3 repeated measures ANOVA. The two movement groups (near to far and far to near) were analyzed using a 2 x 3 repeated measures ANOVA.

Results. There were significant differences between the near and intermediate distance subjects' verbal and nonverbal feedback behaviors. Subjects who experienced far distances did not consistently differ with the intermediate subjects in verbal and nonverbal feedback behaviors. However, for verbal productivity intermediate subjects were significantly different than both far and near subjects.

The pattern described above for the fixed groups was repeated when subjects experienced changes in movement from near to far and far to near. *Conclusion.* The results suggest the following: (1) Interpersonal distance has an impact on the verbal and nonverbal behaviors of an interviewee; (2) Intermediate distances produce more positive feedback responses than near or far distances; (3) Intermediate distances produce more verbal productivity than near or far distances.

These conclusions have implications for any individual involved in interpersonal interactions. If, as Wiener (1954) has suggested, feedback is the regulator of self-regulating systems, it becomes mandatory to understand the impact of such factors as interpersonal distance on verbal and nonverbal feedback.

CONVERSATIONAL SYNCHRONY: RECIPROCITY OF SEMANTIC DENSITY AND DURATION OF UTTERANCE IN A DYADIC INTERVIEW

Order No. 8114290

NOTTVEIT, MARY JEAN, PH.D. *The University of Iowa*, 1980. 213pp. Supervisor: Professor John Waite Bowers

A relatively unnoticed kind of conversational influence occurs when an individual may be induced to synchronize certain temporal speech variables with those of a conversational partner. One consistent finding from standardized interview research indicates that as an interviewer varies his/her duration of utterance (DOU), the respondent will vary DOU in a matching fashion. It is unclear from this research what influence content has on DOU synchrony.

A language variable, semantic density, was developed to investigate the relationship of the information in an utterance and DOU. Semantic density is a ratio of the actual information in a message and the theoretical maximum possible information in that message.

Since the relationship of DOU and semantic density was unknown, several competing theoretical possibilities were examined. First, it was possible that a respondent's DOU was simply a result of a temporal reciprocity in which "we give what we get." Second, reciprocity in DOU may mask what was actually reciprocity in information exchange. Previous findings for DOU synchrony may have resulted from an information variable that is related to but not the same as DOU. Third, reciprocity may govern several perceptible attributes of verbal behavior so that we may match messages not only in DOU but also in such characteristics as semantic density. Fourth, the tendency to adhere to a partner's DOU/density may be mediated by expectations about appropriateness of messages.

To analyze the competing positions, a dyadic interview setting was used in which the female interviewer controlled her DOU (20 or 60 seconds) and her semantic density (low, moderate, or high). Each of the 60 female respondents received each stimulus duration x density combination twice, in a random order, which required a total of 12 different topics. The 2 x 3 x 12 incomplete block design required 72 different stimulus messages to account for all combinations of DOU, density, and topics.

Before she heard any stimulus message, a response to a broad topic was obtained for each respondent which was used to assess idiosyncratic density and DOU. A total of 720 utterances, plus the 60 idiosyncratic responses, were available for analysis. Each interview was audiotaped and then transcribed verbatim. These transcriptions were used to determine the DOU and two raters assessed the semantic density of each utterance from the transcript while listening to the audiotape.

Two multiple regression equations were used to determine the effects of the interviewer's DOU and density on a respondent's DOU and density. Idiosyncratic respondent behavior and topics were used as control variables. In the first regression analysis, DOU was used as the dependent variable with the interviewer's DOU and density, the respondent's idiosyncratic DOU and density, topics, and raters as explanatory variables. The second analysis estimated a regression equation with semantic density as the dependent variable and the same set of explanatory variables.

The results, with important qualifications, support the first theoretical position for both DOU and semantic density. A respondent's DOU was influenced by the interviewer's DOU, but density was not a significant explanatory variable. A respondent's semantic density was influenced by the semantic density of the interviewer, but DOU did not contribute significantly as an explanatory variable. Topics and idiosyncratic DOU contributed significantly as predictor variables for respondent DOU; topics, idiosyncratic DOU (negatively), and idiosyncratic density were significant predictor variables for respondent density.

The finding for DOU reciprocity further confirms the influence of DOU in conversations, and the finding for semantic density indicates another kind of reciprocal influence. Individuals apparently respond to a relatively subtle language variable, semantic density.

SELF-DISCLOSURE AND MARITAL SATISFACTION

Order No. 8118631

PASCOE, ARTHUR WRAY, PH.D. *Case Western Reserve University*, 1981. 157pp.

Fifty married couples with children, half of whom were in marital treatment, were selected to participate in a study of self-disclosure and marital satisfaction. The Locke-Wallace Marriage Adjustment Inventory was used to test marital satisfaction and an original questionnaire was developed to test self-disclosure. In addition the couples were asked to indicate how frequently they discussed thirteen common topics. The self-disclosure questionnaire consisted of thirty questions in six categories: sex, financial, parents, personality, children, and childhood.

It was found that females self-disclose more highly than do males. There were statistically significant correlations found between self-disclosure and marital satisfaction in the areas of children, financial, childhood, parents, and total disclosure for females. For males the areas were personality, children, parents, and total self-disclosure although the statistically significant correlations were much lower for males than for females.

The two areas which were most frequently discussed by these couples were children and financial matters. Males and females differed in the other areas as to how frequently they discussed a subject.

FAMILY COMMUNICATION, MEDIA BEHAVIOR AND DELINQUENCY

Order No. 8122659

PENG, BONNIE W., PH.D. *Southern Illinois University at Carbondale*, 1981. 148pp. Major Professor: Dr. L. Erwin Atwood

The study of socialization focuses upon the development of the individual as a social being and participant in society, and delinquent behavior is explained as the consequence of poor socialization. This study uses a socialization approach in exploring parent-child interaction, media use, and delinquency in Taipei, Taiwan.

The primary purpose of this study was to compare delinquents and nondelinquents in terms of demographic characteristics, family communication orientations, perceived parental discipline, family values, and family functions, estimated media exposure time, perceived media content preferences in an attempt to identify those variables which were associated with their children's behavior.

Delinquency in this study was measured on a nominal scale: the adolescents had either been legally categorized as delinquent or not. The sample of delinquents were composed of 153 male and female adolescents who had been placed on probation, in prison, reformatory, correctional institution, detention, or in jail by the juvenile courts during the months of February, March, and April, 1979, in Taipei, Taiwan. A control group of one hundred and fifty-eight nondelinquent adolescents were drawn from Namen Junior High School. The parents of 259 of the adolescents were also interviewed. Among them 101 were parents of delinquents while the other 158 were nondelinquents' parents.

The results showed that the juvenile delinquents did differ from the control sample in: living environment, family income, concept-oriented communication, perceptions of family values, and functions, estimated media exposure time, and perceived media content preferences. Their parents also showed significant differences in: educational background, socioeconomic status, marital status, socio-oriented communication, concept-oriented communication, and perception of family values.

The socialization literature indicates that delinquent behavior is largely the product of lower class phenomena. The data of this study generally support this position. And delinquents in this study spent more time with all the media, except newspapers, than did nondelinquents. And more delinquents preferred the aggressive, entertainment media content. Their parents, however, did not show significant differences in media exposure time and content preferences.

In terms of the perceptions of family communication, values and functions, delinquents' parents in this study were socio-oriented and less concept-oriented but more tradition-oriented toward family values as compared to nondelinquents' parents. Delinquent adolescents were less concept-oriented, less committed to the family's functions as a modern institution to maintain the social order, and more tradition-oriented toward family values than were nondelinquents.

Nondelinquents' parents, on the other hand, were less socio-oriented and more concept-oriented and emphasized the development of strong and varied concept-relationships with others. They showed less traditional attitudes toward family values than did the delinquents' parents. Their children, nondelinquent adolescents, also were more concept-oriented and showed more commitment toward the family's functions as a social institution than were the delinquents.

LEADERSHIP BEHAVIOR AND NONVERBAL DISPLAYS OF STATUS IN A DYADIC INTERACTION Order No. 8122661

REMLAND, MARTIN STANLEY, PH.D. *Southern Illinois University at Carbondale*, 1981. 143pp.

Drawing from social exchange theory principles, this study investigated the relationship between nonverbal displays of status and leadership impressions in an interview between a superior and his subordinate. Four videotapes were prepared in which the nonverbal behavior of a male actor playing the part of a superior (high status or low status cues) and the nonverbal behavior of another male actor playing the role of subordinate (high status or low status cues) was manipulated. Male and female undergraduate students were shown the videotapes and asked to rate the superior's leadership performance. This resulted in a 2 x 2 x 2 factorial design.

When the superior displayed low status nonverbally he was evaluated as a more considerate leader than when he displayed high status. The superior was also seen as more considerate when his subordinate displayed high status rather than low status cues. Nonverbal displays of status did not affect the superior's problem solving, or task oriented ratings. The results of the study are offered as support for a situational view of considerate leadership, where impressions are affected by the behavior of both superior and subordinate.

LANGUAGE AND ETHNIC SELF-IDENTITY AMONG A SAMPLE OF JEWISH FAMILIES Order No. 8122331

SEGALL, BERNARD, PH.D. *University of Colorado at Boulder*, 1981. 181pp. Director: Associate Professor Samuel A. Betty

The objective of this investigation is to determine the relationships that exist between Jewish ethnic self-identity and the self-reported use of Hebrew, Yiddish, and American English. This investigation suggests that Jewish ethnic self-identity be viewed as multidimensional in terms of pluralism-assimilation. A number of studies have shown the relationship between language use and ethnic self-identity to be inconsistent.

The variables which are examined are: (1) religious orthodoxy; (2) social participation with Jews and/or non-Jews; (3) Jewish organizational involvement; (4) language(s) spoken, read, and written in the home; (5) language(s) spoken by parents that children will not understand; (6) private language(s) spoken by parents in public places; (7) language(s) spoken by parents to children, in terms of birth-order; (8) expressed attitudes toward Jewish nationalism; (9) parents' reasons for enrolling their children in the Jewish Bicultural All Day School; and (10) native or foreign-birth of parents. The effects of these variables are analyzed in order to specify the relationship of language(s) to Jewish ethnic self-identity.

The data for the study were collected through personal interviews, by the investigator, guided by a questionnaire. The sample for this study consists of forty-eight families whose children were, at the time (1978), attending a Jewish Bicultural All Day School in Denver, Colorado.

Content analysis was employed to reduce data to tabular form. From this procedure several scales for the study's variables were developed. Medians were employed in order to split respondents into high and low groups. The chi-square statistic was used in over twenty statistical tests on the following hypotheses: (1) the greater the religious orthodoxy, the more frequent the use of Yiddish and/or another tongue of national origin (five sub-hypotheses derived from this hypothesis); (2) the more multidimensional in Jewish ethnic self-identity an individual is, then the greater the tendency toward bi- or multilingualism between members of the family (five sub-hypotheses derived); (3) the birth-order among children is inversely related to language use other than American English in foreign-born Jewish families employing languages other than American English; (4) membership in Zionist organizations is directly related to the reported use of Hebrew as a linguistic code within the family. The degree of religious orthodoxy moderates this relationship (ten sub-hypotheses derived); and (5) the greater the prominence of ethnic self-identity as a reason for choice of educational institutions, then the more positive the reported attitudes toward Hebrew and/or Yiddish.

The significant findings occurred in tests of relationships between ethnic self-identity and the reading of a foreign language, or the use of a foreign language for private communication in a public setting. Hypotheses testing relationships between ethnic self-identity and spoken or written language in the home generally failed.

Both the significant and non-significant findings indicate that the relationship between Jewish ethnic self-identity and language behavior is multidimensional--with each dimension having socioculturally defined domains and language--appropriate.

The significance of this study lies in its findings and methodology, which may be applicable to the area of intercultural communication. With modification, the methodology may be used by other scholars in examining other facets of Jewish as well as other ethnic groups' self-identities. Ethnic self-identity seems to go beyond the manifestations of language attitudes and language behavior. As such, future inquiries must seek other kinds of communication variables that affect and effect intra- and/or intercultural social contacts.

CHILDREN'S HONESTY REVISITED: AN EXPLORATION OF DECEPTIVE COMMUNICATION IN PRESCHOOLERS Order No. 8121519

SERENO, TERRY JOSEPH P., PH.D. *Bowling Green State University*, 1981. 121pp.

This study investigated several interrelated aspects of children's honesty from a communication perspective. Two classes of hypotheses, moral and detection, are advanced. Three measures of conscience, extant in the literature, were applied to the behavior of preschoolers in an experimental temptation situation. Edited videotapes of the children's performance (unobtrusively filmed) were rated by adult observers for truth/lying. Also, these tapes were examined by trained judges for the occurrence of nonverbal cues associated with deception.

Analysis of the results of the interviews support the conclusion that the children were overall more honest than dishonest in their approach to the moral dilemmas. Multivariate ANOVA techniques revealed main effects of age, sex, and language ability of the children sampled. The significance of these factors provide evidence for (1) a conceptualization of the generality of children's honesty; and, (2) systematizing the moral criterion measures.

Given the spontaneously occurring sequence of honesty/dishonesty segments of the films, a correlational approach was adopted to determine the covariance of lie detection skills of selected adult groups. Results indicate that although some interpersonal relationship with the source is advantageous it is not a sufficient condition for consistently accurate detection decisions.

Nonverbal cue analysis of the children's tapes show that vocal characteristics change most and facial features change least during the experimental interview. Adult observers attributing truth/lying to the filmed interviews uniformly report that they base their judgement upon the variables of eye contact, facial expression, and head movement. An examination reveals little or no correspondence between the nonverbal behavioral cue analysis and the variable selected by naive adult observers in detecting deception. Our conclusions are framed in terms of prevailing stereotypic beliefs about deception in general and global impressions of the children specifically. A flow-chart of deception decision making is offered as an approximation of the detection process.

THE EFFECTS OF FRIENDSHIP, GENDER, AND COMMUNICATION ON COOPERATIVE BEHAVIOR Order No. 8120078

STENBERG, LINNEA INGA, PH.D. *Fordham University*, 1981. 92pp. Mentor: Leonard P. Stocker

Results of empirical studies of cooperation suggest that cooperatively-structured learning situations are positively perceived by students and are associated with many positive affective outcomes. Friendship, sex, and communication during task performance are variables that have been investigated as significant influences on cooperative behavior. Very few studies have examined any aspect of cooperation with an elementary school population. Yet this is the critical developmental stage during which the potential for cooperative behavior emerges. The present study proposed to examine the relationships among these variables with such a population.

The primary area of investigation was the relationship between the degree of friendship of children and their performance on a task on which they must cooperate to obtain a solution. A secondary area was the role of communication and a third area was sex differences in task performance.

The subjects were first and second graders in two Connecticut public elementary schools. A sociometric verbal choice measure was administered initially and again two weeks later to assess friendship among participants. Pairs were assigned as (a) friends--each child named the other on both occasions, or (b) non-friends--neither child named the other as a friend. The final number of subjects was 104, with a mean age of 7 years 6 months.

Each dyad was given four trials on a block-building task developed by Goldberg and Maccoby (1965) to measure cooperative behavior. The experimenter recorded the total number of blocks on each tower as well as the number contributed by each partner. The number of verbalizations during task performance was also recorded. A transfer measure was included in which classroom teachers asked students to choose a partner with whom they would like to work on a project.

The analysis of the sociometric data indicated that the reliability of friendship choices was significantly higher for friends than for non-friends ($F = 12.25$, $p < .01$). Males made significantly more choices than females ($F = 4.29$, $p < .05$). However, this may be attributable to the smaller number of males in the sample. They tended to have wider friendship groups which included most of the boys in the class. The male/non-friends group also built their towers with significantly more blocks than any of the other groups ($F = 4.22$, $p < .05$).

Cooperative behavior during task performance was recorded in terms of the total number of blocks per tower. The number put on the tower by each partner was also recorded as a measure of the congruency in their relative contributions. However, the score was taken only at the end of the 15-second time interval. It was observed that in instances when the tower fell over, it could receive the same score as one in which partners piled a minimum number of blocks.

There were no significant differences among the groups with regard to communication during task performance. However, there was a highly significant difference on the friendship dimension on the transfer measure ($F = 19.85$, $p < .01$). Friends selected the partner with whom they worked on the experimental task to work on a similar classroom activity more often than non-friends selected their former partner.

Some of the major hypotheses were not supported because of the procedural limitations described previously. Recommendations for future research would include further investigation of cooperatively structured instruction in actual classroom settings. The research substantiates the benefits of cooperative learning situations but they are rarely utilized. A related area would involve the investigation of modeling influences in early childhood in which foster competitive rather than cooperative behavior.

separate discriminant analyses for each gender. Thirty-three percent of the variability among male sex role groups was explained by a single discriminant function. This function was composed of the masculinity and femininity scores of both parents. Thirty percent of the variability among female sex role groups was explained by two discriminant functions. The first function was composed of the mother's femininity, restrictive parent behavior, low participation of the father in household tasks, and low maternal employment. Feminine subjects scored high on this function. The second function was composed of the mother's masculinity, the father's sex role scores, and the presence of male siblings. Androgynous females scored high on this function.

In conclusion, the findings suggest that the relative impact of the perceived parental masculinity and femininity, and of family variables reflecting non-traditional parental activities, differ between gender. The contribution of non-traditional parent behaviors to the adoption of specific sex roles appears most pronounced in female high school students. In male high school students, the perceived masculinity and femininity of each parent appears to be more significant.

THE USE OF FORMULAIC SPEECH IN FATHER-CHILD CONVERSATIONAL INTERACTION

Order No. 8126770

THOMAS, ELIZABETH KNAUSS, ED.D. *Boston University School of Education*, 1981. 175pp. Major Professor: Paula Menyuk

We know that children acquire vocabulary and grammar and a sense of language as a communication system in a very short period of time during the first three years of life, and that mothers modify their speech to their children in special and quite universal ways. But fathers' language has been little studied; and little attention has been given to the way in which dialogue between parent and child arises and evolves, the contexts in which it occurs, how individual differences inform its development, and the role of formulaic speech in this process.

This study examines the nature of linguistic interactions between eight fathers and their sons between the ages of 16 and 22 months of age. It focuses on the developing discourse between the dyads, and most specifically on the role of formulaic speech in facilitating these early conversations. Continuous transcriptions for each dyad noted nonverbal context and visual regard, as well as the phonetic and prosodic form of each utterance. Fathers' speech underwent two analyses: (1) a determination of formulaic from non-formulaic utterances, and (2) an exhaustive analysis of the formulaic utterances in terms of their Syntactic-Pragmatic Routine Components (the SYN-PRAG Routines). Children's speech was analyzed for: (1) the inclusion of the SYN-PRAG Routines, (2) their preferred strategies for language production (phonotactic, gestalt, word approximating), and (3) their level of dialogue development. The analyses of strategies and dialogue development were derived from Peters (1980) and Halliday (1975).

Results revealed a very high proportion of formulaic constructions in fathers' speech (mean = 80% at Time 1; 70% at Time 2) with a marked increase in nomination employing sentence frames and final prepositional tags by Time 2. The use of imperatives was not characteristic of all fathers. By 22 months of age the children were using 40% formulaic utterances, with the longest conversational exchanges occurring in the formulaic contexts of family rituals and the didactic routine scenarios, Counting and the Book Routine. However, the three children with the most advanced dialoguing ability at 22 months were not as dependent on routine formats for maintaining conversation as were the children with less advanced language development. Children with phonotactic speech production strategies at 16 months showed a pronounced tendency to become word producers at 22 months, while children with predominantly gestalt utterances continued to speak in long phrases which incorporated new word-like vocabulary. The most striking finding was the correspondence between six of the eight father-son pairs in their amount of speech and manner of speaking.

The findings of this study must persuade us of the importance of formulaic speech in input language to the young child, and of the child's ability to utilize overall configurations -- of sentence-frame constructions, --of whole conversational speech events, --of styles of speaking. The SYN-PRAG Routines appear to be cultural formulae for scaffolding new ideas and lexicon in talking to children, which may increase processing efficiency. The Routine Scenarios appear to be the formulaic settings for learning the obligatory contexts of dialogue, and a progression of scenarios may lead the child from his nonverbal role to full verbal participation.

AN ANALYSIS OF MARITAL COMMUNICATION BEHAVIORS AND PERCEPTIONS OF MARITAL SATISFACTION: A VALIDATION STUDY OF THE INTIMATE NEGOTIATION CODING SYSTEM

Order No. 8126150

TING-TOOMEY, STELLA WUN CHU, PH.D. *University of Washington*, 1981. 223pp. Chairperson: Professor Mae Arnold Bell

This investigation systematically analyzes the relationships between marital communication behaviors and perceptions of marital satisfaction. Specifically, a twelve-category coding scheme, Intimate Negotiation Coding System (INCS), was designed to code intimate negotiation behaviors. The purpose of the research is to assess how reliable and valid the Intimate Negotiation Coding System is in coding marital interaction.

Drawing from the work of prior intimate communication research, three types of intimate negotiation behaviors were identified: (1) integrative behavior, (2) neutral behavior, and (3) disintegrative behavior. Integrative behavior consists of communicative acts which reflect a mutual-orientation. Neutral behavior includes communicative acts of a descriptive-orientation. Disintegrative behavior consists of communicative acts that reflect an individual-orientation. Mutual-oriented acts convey a sense of awareness of the other person's feelings and attitudes. Descriptive-oriented acts mainly facilitate affective or factual information. Individual-oriented acts convey insensitivity or a lack of awareness of the other person's feelings and attitudes. The present study essentially tests the assumption that consistent relationships exist between INCS behaviors and marital satisfaction.

The investigation provides evidence that the newly-developed Intimate Negotiation Coding System can be reliably and validly used in the setting of marital communication. The results produced: (1) high intercoder reliability and moderately-high across-time reliability of the INCS to code marital communication behaviors; (2) a positive association of INCS integrative behavior with marital satisfaction, a positive association of INCS neutral behavior and marital satisfaction, and a negative association of INCS disintegrative behavior with marital satisfaction; and (3) specific sequential patterns of behaviors discriminating among the high–, moderate–, and low–marital satisfaction groups.

This study makes two primary contributions: (1) a new theoretically grounded instrument to study the process characteristics of intimate communication; and (2) descriptive data in how partners of normal married couples communicate with each other.

The study concludes with specific recommendations for future research concerning the use of the Intimate Negotiation Coding System in diverse intimate negotiation settings.

THE SHORT-TERM EFFECTS OF A MARITAL ENRICHMENT PROGRAM ON COUPLE COMMUNICATION Order No. 8113811

URBAN, DICK, PH.D. *Brigham Young University*, 1980. 114pp. Chairman: Eugene T. Buckner

The purpose of this research was to study the short-term effects of a marital enrichment program in selected areas of couple communication. Eighteen couples who attended a marital enrichment program at Brigham Young University during the 1978-1979 academic year acted as a treatment group. Eighteen other couples were selected as a control group. A test instrument was developed and administered to both groups as a pretest and post-test. Data was analyzed by analysis of variance to compare significant differences in the gain scores of the two groups. Marital adjustment and sex of the subjects were used as covariates.

Analysis of the data indicates that an enrichment program does influence couple communication, particularly for women, and that both the sex of the subjects and their level of marital adjustment also influence gain scores in the selected areas of couple communication. Data indicated the effects of the program were both negative and positive.

CHILDREN'S TELEPHONE CONVERSATIONS Order No. 8115837

VEACH, SHARON READ, PH.D. *Stanford University*, 1981. 359pp.

The study of children's telephone conversations charts children's acquisition of three sociolinguistic skills: opening and closing conversations, timing between speaker turns, and moving from one topic to another. The children's control of these three conversation management skills is described and compared to findings for adult conversationalists. Since who controls a conversation has been shown to affect who has the opportunity to use conversation management skills, every effort was made to get naturalistic conversations between child peers.

Forty-two children from age 2:10 through 12:10 taperecorded their telephone conversations at home. Thirty-seven children were from upper middle class homes in the Bay Area: five were from working class homes. There was no time limit: the tape limit per child was 60 minutes. The children taped both incoming and outgoing calls, and had complete control over the tape (except for the 2-year-old). They did not have to record, or leave on a tape, any sensitive calls. The 900 conversations the children collected, and previous studies of adult conversations by ethnomethodologists, formed the data base. The children were divided into three groups based on chronological age and conversation-internal evidence. The youngest group ranged from 2:10 through 7:0 (11 children), the middle group from 7:4 through 9:4 (10 children), and the oldest group from 9:5 through 12:10 (21 children).

Opening routines as answerer were almost invariably "Hello", while opening routines as caller grew more elaborate with age. Children in the youngest group had no set opening routines, while each child in the middle group had either (a) one predictable opening routine or (b) several routines that showed no particular pattern. In contrast, children in the oldest group had routines tailored for the answerer according to age and familiarity. Child friends, adult friends, child non-friends and adult non-friends all received different openers from the oldest children.

Closings were also more elaborate in the older groups. The youngest children had few reciprocal closings, and rarely used "okay" to prepare a listener for a final "bye". Children in the middle group exchanged "bye"s, but only infrequently "okay"s. The oldest children often used a series of "okay"s before the reciprocal "bye" closing, and could re-open conversations after having said goodbye, which younger children at times attempted but failed to manage.

Timing between speaker turns became closer with age at points of speaker obligation, such as after questions. Children under age six paused noticeably (0.8 to 1.5 seconds) in opening their calls, while no child over age 6 paused in an opening sequence without additional evidence of difficulty, e.g., a bad connection, distraction off the phone, etc. Departures from precise timing, i.e. from no gap/no overlap between speaker turns, were accompanied by additional evidence of social meaning--sighs, conventional expressions of emotion ("ugh", "wowee"), increased loudness, laughter, etc.--in children of the oldest age group. Children in the two younger groups, when they departed from the precise timing role, were apparently still learning, not deliberately exploiting, the rule.

The variety and function of topic transition markers increased with age. The youngest children either did not mark changes of topic or used a question introduction, e.g., "Guess what?", that requires a response ("What?") that in turn requires a response. Children in the middle group began to imbed questions in introductory clauses such as "I was wondering if...", and usually marked topic ends with "okay". Children in the oldest group still used "Guess what?" and its more elaborate variants, but they also characterized the chunk that would follow ("You wanna hear something funny..."), summarized their stories ("Yeah, well that's it"), and used "You know" to introduce items of mutual knowledge, e.g., "You know the history room?"

All three aspects of conversation management developed toward expressing or signalling interpersonal awareness. It was only the oldest children who offered to tell a story and waited for the offer's acceptance, who consistently used departures from precise speaker timing to signal mutually understood conventional messages, and whose opening routines were tailored to who answered the telephone.

THE COMMUNICATION BEHAVIOR OF LEADERS IN SMALL GROUP DISCUSSION Order No. 8116355

WEBB, JOYCE GAIL, PH.D. *The University of Michigan*, 1981. 177pp. Chairperson: C. William Colburn

This study was an investigation of the communication patterns of leaders in small group discussion. The interrelationships among group sex composition, sex of group leader, the leader's communication behavior, the leader's likeability as determined by the group members, leadership effectiveness and leadership maintenance were explored.

One hundred subjects were randomly assigned to small groups of five members per group. The twenty groups consisted of varying sex compositions. Each group was given the same problem to discuss. The discussions were tape recorded and a category system was devised to aid in the analysis of verbal content of the discussions. Two independent scorers and the experimenter recorded the frequency of communication for each subject according to the category system. There were twenty-seven categories, collectively. Five hypotheses were formulated: (1) Leaders judged effective will communicate differently from leaders judged ineffective. (2) Leaders maintaining their positions will communicate differently from leaders losing their positions of leadership. (3) Male leaders will communicate differently from female leaders. (4) The relationship between leadership effectiveness, communication behavior and leader's sex will vary across groups of differing sex composition. (5) The relationship between leadership maintenance, communication behavior and leader's sex will vary across groups of differing sex composition.

The frequency of statements made during the discussions was tallied for each group. Communication scores were calculated for each group member, based on the number of statements made by the entire group. A chi square analysis was applied to the data. All five hypotheses were confirmed. The reliability of the study was determined by calculating a correlation coefficient for the data collected by the experimenter and the two independent scorers. Group participants completed a questionnaire geared toward yielding information in the areas of leadership effectiveness, maintenance and likeability. The results showed that specific communication behaviors were present and indicated leadership effectiveness and maintenance. It was found that men and women communicate differently. Both sexes, however, can be effective and can maintain their positions of leadership. This study illustrated that in order to communicate effectively one must be aware of verbal communication patterns. Group sex composition affected interaction of males and females. Both males and females interacted differently in mixed sex groups than in same sex groups. Likeability was one example where the difference in attitude toward male and female leaders changed across groups of varying sex composition. The male leader was viewed as most likeable regardless of the composition of the group. The female leader was seen as most likeable when involved in discussions with members of the same sex and least likeable with mixed sex groups.

Regardless of gender, the way to gain leadership effectiveness and maintenance is to know what verbal communication behaviors are viewed as effective and to strengthen those verbal behaviors in order to become a successful leader.

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